Lesson 1
Introducing Youth Development

Materials:

❏ Overhead or PowerPoint slide or poster of Strengths 4-H Offers Partnerships

❏ Posters and PowerPoint slide of definitions of Youth Development and Positive Youth Development

Objectives:

1. To reinforce the recognition of the unique contributions of the non-formal youth development field to the growth and development of youth.

2. To review the role of the youth development professional in that field.

3. To provide insight into the strengths 4-H brings to partnerships formed to deliver non-formal youth development programs.

What to do –

Use a mini-lecture to review youth development and the role of 4-H in the non-formal youth development field.

Refer participants to posters on wall and PowerPoint slide.

What to Say –

The goal of all 4-H programming is the growth and development of young people. Before we can implement 4-H programming, we need to understand the youth development field in which 4-H operates. I am going to spend a few minutes highlighting aspects of youth development and the role of 4-H and the 4-H youth development professional in that field. In lesson 2 we will take this a bit further as we address some principles and practices essential to effective youth development programming.

Youth Development has been defined as an ongoing process through which young people attempt to meet their needs and to develop the competencies they perceive as necessary for survival and transition to adulthood.

Positive Youth Development is development that is positive and productive for both youth and their communities.

LESSON 1

What to do–   *What to Say–*

Youth Development refers to the development of the whole person and is not focused on a single attribute, skill, or characteristic, but rather the mastery of competencies needed for happy and productive adulthood. Positive youth development occurs from an intentional process that promotes positive outcomes for young people by providing opportunities, choices, relationships, and the support necessary for youth to fully participate.

Youth development is the work of youth. Adults cannot do this work for them. But caring, knowledgeable and skilled adults can contribute to the success of young people as they grow and develop. Adults do this by providing environments for youth that are safe and nurturing and by expanding opportunities for experiences that will help young people develop skills they need for adulthood. Youth development professionals guide the community in providing these experiences.

In recent years, non-formal, out-of-school programs for youth have become recognized as key avenues for delivering these environments and opportunities. Universities and youth focused organizations have identified the research and knowledge base that supports effective programming for youth development as well as the effective principles and practices in delivering these programs. Course work leading toward a graduate degree in youth development is now available from several universities and university consortiums across the United States resulting in recognition of the need for preparation for participation in the field and providing support for professional staff development throughout the career cycle. A vocabulary to advoacate for the work is in place.

Many people do not know that this non-formal, out-of school youth development work has a professional knowledge base or

that the quality of the program depends upon the training of professionals in the field. It is up to the youth development professional to explain the field to the community and to assure that community members recognize the vital role this profession plays in our society.

So, what is 4-H Youth Development? 4-H Youth Development is the non-formal, educational program for youth of the Cooperative State Research, Education and Extension Service of the U.S. Department of Agriculture. It has gained national reputation for its work with youth throughout the past century. 4-H is unique in the non-formal youth development field because it is a part of the land grant university system and has access to the most current knowledge and research provided by those universities related to youth development. In addition, 4-H staff and Cooperative Extension Offices are located in every county in the U.S. and are connected through an extensive electronic network that assures access to the most current developments from the field. This blend-ing of research and field knowledge provides noteworthy support for the 4-H Youth Development Professional.

Use overhead, PowerPoint slide or poster to present strengths 4-H brings to partnership.

Agencies who have partnered with 4-H in recent years have cited the follow-ing strengths that 4-H brings to the partnership. We will look at these more closely as the training progresses.

4-H is a nationally recognized effective youth development education program.

Cooperative Extension/4-H has a strong

LESSON 1

What to do–   ## What to Say–

local, county, state and national infrastructure and international support.

Cooperative Extension/4-H outreach service opportunities support communities and community service efforts.

Cooperative Extension/4-H research-based youth curriculum materials support the mission of other youth organizations.

Cooperative Extension/4-H staff are youth development professionals trained in adult education and youth programming and are capable and accessible resources.

Cooperative Extension/4-H has a record of successful partnerships with youth serving organizations including worldwide youth programs within the military.

- **National recognition**

- **National and local infrastructure/ international support.**

- **Service opportunities that support communities**

- **Research-based curriculum**

- **Trained staff**

- **Record of successful partnerships**

Youth Development

has been defined as an ongoing process through which young people attempt to meet their needs and to develop the competen-cies they perceive as necessary for survival and transition to adulthood.

Positive Youth Development

is development that is positive and productive for both youth and their communities.

Lesson 2
Reviewing Youth Development Principles

Materials:

❏ Flip Chart paper
❏ Magic Markers
❏ Overhead or PowerPoint slide or poster of
  –Basic Needs for Healthy Growth
  –Healthy Environments
  –Competencies Necessary for Transition to Adulthood
  –Components of Effective Programs
❏ Wall poster of the definition of a youth development professional

Objectives:

1. To enhance participant's understanding of key fundamentals of positive youth development as supported through non-formal programs for youth.
2. To present these fundamentals as critical to all 4-H programming.

This lesson is designed for an audience that has attended training in the fundamentals of youth development. If your audience does not have this background you will need to present the material in a lecture format.

What to do –

Introduce the lesson and the importance of preparing staff who are responsible for planning or delivering youth programming with the knowledge and skills in the fundamentals of effective youth development work.

What to Say –

This course in the Basics of Starting 4-H Clubs is based upon the assumption that participants have had the course, Moving Ahead: Preparing the Youth Development Professional or a similar course addressing basic youth development principles. The purpose of 4-H clubs is to promote the growth and development of youth. The success of efforts to establish and maintain 4-H clubs or groups that support and promote positive development is directly related to the level of understanding paid and volunteer staff have of the principles and practices of effective youth development programming.

What to do–	*What to Say–*

Because 4-H is the youth development arm of Land Grant University outreach, 4-H youth development professionals are responsible for knowing and applying to their programs the most current and valid information available regarding support for the growth and development of the youth in their communities.

Before we begin to explore the mechanics of establishing 4-H clubs or groups, we must take some time to review basic youth development information to assure that we are all approaching this work with the same language and assumptions.

Divide the participants into groups of six using a grouping method of your choice and give each group a sheet of flip chart paper and a magic marker. Facilitate small group identification of the five basic needs that Karen Pittman has identified as necessary for youth to experience healthy growth.

In 1962, Abraham Maslow identified needs that must be met for humans to achieve self-actualization. Karen Pittman[1] reworked that list in 1990 to define seven basic needs that must be met for youth to experience healthy growth and development. If you attended Moving Ahead training, you studied this list. If you did not attend that training, others in your group did and will be able to help you. I have given each of your small groups flip chart paper and a magic marker. In the next five minutes, I want you to use the collective knowledge of the group you are in to record those seven needs on this paper. Raise your hand when your group has completed the list.

1. Pittman, K. and Fleming, W. (1991). *A New Vision: Promoting Youth Development, testimony before the House Select Committee on Children, Youth and Families, Center for Youth Development and Policy Research, Academy for Educational Development. Washington, D.C.*

4-H 101 Lessons

Monitor the group's progress. They may not need the full five minutes, in which case you will want to call time before the 5 minutes have elapsed. They may need more time. If so, give them a few more minutes. However, if you drag this out for much more ten minutes, participants will become frustrated and you will lose their attention.

Facilitate the reporting of the lists they have compiled. Review this report out against the Pittman listing that follows using the overhead, PowerPoint or poster of Basic Needs.

(Slide One: Basic Needs for Healthy Growth) : In order to master skills, young people must have certain needs met. Pittman's work says they must be provided with:

1. safety and structure
2. a sense of belonging and membership
3. closeness and several good relationships
4. experience with gaining competence and mastering skills,
5. independence and control over some part of their lives,
6. self- awareness and the ability and opportunities to act on that understanding
7. a sense of self-worth and the ability and opportunities to contribute.

Help participants connect these critical needs to the environments that youth development professional should create using the overhead slide or poster of criteria for healthy environments.

(Slide Two: Healthy Environments):
Because youth grow and develop in the context of the family, community and society, these are the places where these needs must be met. Environments

that provide the conditions for the healthy growth and development of youth can be described as those that:[2]

- Are inclusive and create connections and sense of belonging including a positive relationship with a caring adult.
- Provide opportunities to value and practice service for others.
- Provide autonomy including an opportunity for self-determination.
- Provide opportunity for mastering skills and engaging in learning
- Assure physical and emotional safety
- Help youth vision a positive role in for themselves in the future.

Facilitate small group identification of the five competency areas research has identified as essential to master if youth are to be adequately prepared for adulthood.

4-H professionals are responsible for helping individual youth master the skills that fully prepare them for transition to adulthood. To do this, they must know the critical competencies to target, the skills that lead toward mastery of those competencies, and the most effective methods of supporting the development of those skills. If you attended Moving Ahead training, you will remember that Karen Pittman published research that identified five competency areas critical to positive development and preparation for adulthood.[3] If you did not attend that training, others in your group did and will be able to help you.

I have given each group another sheet of flip chart paper and a magic marker. In the next five minutes, I want each group to record those five competency areas on this paper.

2. National 4-H Impact and Design Team, Astroth, Kirk; Chair (1999). Critical Elements and Practices for 4-H. Montana Cooperative Extension Service, Montana State University. Bosman, Montana

3. Pittman, K. and Fleming, W. (1991). A New Vision: Promoting Youth Development, testimony before the House Select Committee on Children, Youth and Families, Center for Youth Development and Policy Research, Academy for Educational Development. Washington, D.C.

What to do–	**What to Say–**

Monitor the group's progress and adjust working time according to their needs. Facilitate the reporting of the lists they have compiled. Review this report-out against the Pittman listing that follows using the overhead, PowerPoint slide or poster of the Critical Competencies.

(Slide Three: Critical Competency Areas):
   In order to be fully prepared for adulthood, five areas of competence must be mastered.

1) **Health/physical competence:** having the appropriate knowledge, attitudes and behaviors that will ensure current and future health.
2) **Personal/social competence:** an ability to understand ones motives and practice self discipline: and interpersonal skills such as working with others and developing and sustaining friendships.
3) **Knowledge, reasoning and creativity competence:** a broad base of knowledge, knowledge application skills; life long learning skills and an ability to appreciate and demonstrate creative expression.
4) **Vocational Competence:** Understanding and awareness of life options and the steps necessary to accomplish them. Adequate preparation for work and family life.
5) **Citizenship competency:** Understanding of the history and values of ones nation, community, racial, ethnic and cultural heritage. Desire to be ethical and to be involved in contributing to the broader good.

   We will be spending quite a bit of time this week looking at the best methods for helping youth develop these competencies through 4-H Clubs and groups.

LESSON 2

What to do–   *What to Say–*

Review the definition of a youth development professional using the definition wall poster.

Youth Development professionals must understand and apply these two sets of components to their work. They must assure that the conditions necessary for healthy growth are present in the environments in which youth live, and that opportunities to develop competence are offered within those environments.

Do you remember the definition of the role of the youth development professional? It is on the poster on the wall. Let's read it together.

Youth development professionals create environments that meet the needs of youth and provide opportunities within those environments for youth to master the competencies that prepare them for successful adulthood.

Review the components of effective programs using the overhead, PowerPoint slide or poster of the Components of Effective Programs.

(Slide 4: Component of Effective Programs):
Research in the 1990s[4] identified components of youth programs that had been successful in demonstrating changed behavior in youth that indicated mastery of skills in the competencies critical to positive growth and development. This research provided a way to measure the success of the environments and opportunities offered in our own programs. The results showed that effective programs

•Have well prepared and well supported staff who are offered ongoing training, who apply developmentally appropriate and culturally appropriate practices, and who know of and use community resources.

4. Betts, S.C. & Dalla, R.L. (July 1995). Youth, families and Community: The Arizona Agenda, the University of Arizona Cooperative Extension. Tucson, Arizona.

LESSON 2

What to do–	***What to Say–***

• Serve a broad based audience that reaches all youth in the community including those at high risk and reaches them early in their development.

• Offer comprehensive programming that is based upon the principles of youth development and that offers opportunities for youth to master skills in competence, character, and connections

• Are designed with input from participants and involve and empower youth in their delivery.

• Have clearly defined outcomes that inform staff and participants of the developmental changes that are targeted.

• Collect and use evaluation information to refine the program and have the ability to become self- sustaining over time.

Remind participants of the importance of articulating the youth development framework in which 4-H works to parents and the community.

Parents and community groups need to know how the activities and experiences that are offered through your youth program support the development of youth. Staff and volunteers who work in these programs must be able to explain how a given activity or series of experiences enhance the development of the young people who participate in them. Community support occurs when the importance of a youth program to the health of the community is recognized.

LESSON 2

Basic Needs for Healthy Growth

1. safety & structure

2. belonging and membership

3. closeness & several good
   relationships

4. experience gaining competence/
   mastering skills

5. independence

Basic Needs for Healthy Growth *(cont'd)*

6. self- awareness: the ability & opportunity to act on that understanding.

7. self-worth: the ability & opportunity to contribute.

Healthy Environments

Are inclusive: create
   connections & belonging.

Involve a caring adult.

Provide opportunities to practice
   service for others.

Provide autonomy: opportunity
   for self-determination.

Healthy Environments

Provide opportunity to master skills & engage in learning.

Assure physical and emotional safety.

Help youth vision a positive role for themselves.

Critical Competency Areas

1. **Health/physical competence**

2. **Personal /social competence**

3. **Knowledge, reasoning and creativity competence**

4. **Vocational competence**

5. **Citizenship competence**

Components of Effective Programs

Have trained staff who....

- **apply developmentally and culturally appropriate practices.**

- **know of and use community resources.**

Components of Effective Programs

Serve a broad based audience reaching....

- **highly vulnerable and less vulnerable youth.**

- **early in their development.**

Components of Effective Programs

Offer comprehensive programming that...

• base programs on the principles of youth development.

• provide opportunities for youth to master skills.

Components of Effective Programs

Are designed with input from participants....

Involve and empower youth.

Have clearly defined outcomes.

Collect and use evaluation information to...

- **refine the program.**

- **become self- sustaining over time.**

Youth Development Professionals

create environments that meet the needs of youth and provide oportunities within those environments for youth to master the competencies that prepare them for successful adulthood.

Lesson 3
Discovering the Organizational Structure and History of 4-H

Materials:

❏ Posters for the Extension structure. *(If possible, use pictures of the land grant university, and county courthouse related to the audience you are training)* USDA building Land grant university County courthouse

❏ Posters appropriate to the partnering organizational structure. *(If this training targets groups outside extension)*

❏ 5 x 8 sheets of card stock printed with one of each of the segments and roles listed on the following page on the front of the card and the description of the role printed on the back of the card.

❏ 5 x 8 sheets of card stock printed with one each of the structural segments and roles appropriate to the partnering organization. (If this training targets groups outside Extension)

❏ Large flip chart or poster containing small group discussion questions.

Objectives:

1. To help participants understand the organizational structure that supports 4-H.
2. To demonstrate the national, state, and local partnerships that make up the Cooperative Extension system and stress the "cooperative" structure they form.
3. To emphasize the importance of knowing the organizational structure of the organizations with whom participants partner.
4. To highlight the effect that operational commonalities and differences may have in starting and maintaining 4-H clubs and groups.

Materials continued:

❏ Discussion questions for training with partnering organizations:
- "How are the two organizational structures (4-H and partner) similar?"
- "What are the major differences in the two organizational structures?"
- "How will the knowledge of the 4-H organization and the (partner) organization help you work together to start 4-H Clubs or groups in the partnering organization?

❏ Discussion questions for training with Extension personnel:
- "What new information did you gain from this exercise about the segments (national, state, tribal college, county) of the Extension/4-H organizational structure that are not the segments in which you are directly employed?"
- "How will a working knowledge of the Extension/4-H structure assist you in supporting youth development through 4-H clubs and groups?"

❏ Flip chart

❏ Video: "4-H Centennial". A USDA "Partner's" production

Materials continued:

❏ Segments and Roles for Organizational Structure Exercise
(descriptions in parentheses)

If you have participants in this training from a partnering organization outside
extension, it will be important, prior to this training, to work with a representative
of the partnering group to prepare the cards for a model of their organization.
Secure someone from that organization to present that material.

National

U.S. Department of Agriculture (congressionally approved home of the
Organization in which 4-H resides.)
Secretary of Agriculture (assumes office through a political appointment by the
president and is responsible for the operations of many agencies within USDA.)
Administrator/Cooperative State Research, Education & Extension Service
(administrator of one of the many agencies within USDA.)
Deputy Administrator Families, 4-H and Nutrition (administrator of one of the
eight units in CSREES.)
Director Youth Development (directs Youth Development department which is the
National Headquarters for 4-H and is one of two departments in Families 4-H &
Nutrition.)
National Program Leaders -6 cards (responsible for providing program and policy
leadership and for providing financial assistance through the securing and man-
aging of grants to land grant universities. We identify national youth issues, cat-
alyze system wide response and direct government resource for relevant youth
programming.)

State

Land Grant University-2 cards (are the state partners with CES, are the tribal part-
ners with CES.)
University President 1862 School (serves as administrator of the 1862 land grant
university. This person is sometimes called Chancellor).
University President 1890 School (serves as administrator of the 1890 land grant
university.
University President, 1994 School, Tribal College (serves as the administrator of
the 1994 land grant Tribal College.)
Director of Cooperative Extension Service, 1862 (administers CES which is respon-
sible for outreach and bringing knowledge and research generated at the univer-
sity to audiences across the state to address the local needs of citizens in com-
munities across the state.)
Director of Cooperative Extension Service, 1890 (administers CES which is respon-
sible for outreach and bringing knowledge and research generated at the univer-
sity to audiences across the state to address the local needs of citizens in com-
munities across the state.)
Director of Cooperative Extension Service, 1994 Tribal College (administers CES
which is responsible for outreach and bringing knowledge and research generat-

ed at the university to audiences across the state to address the local needs of citizens in communities across the state.)

1862 State Extension Youth Development 4-H Leader (administers the Extension youth development program which is responsible for applying the knowledge and research related to the growth and development of youth to community youth development efforts across the state.)

1890 State Extension Youth Development Leader (administers the Extension youth development program for targeted areas of the state to assure that the knowledge and research related to the growth and development of youth is applied to the youth development programming in those communities)

Tribal Extension Youth Development 4-H Leader (administers the Extension youth development programs on reservations and native communities in metropolitan areas to assure that the knowledge and research related to the growth and development of youth is applied to the youth development programming in those communities.)

1862 State Extension Youth Development Specialists-use the number of card holders appropriate to the staffing of the 4-H department related to your audience (responsible for translating research to application and supporting county staff and program. They do this through teaching, assisting in grant preparation and developing curricula and support materials.)

1890 State Extension Youth Development Specialists (deliver programs in counties or regions of the state where needs exist for specific program priorities. All programs focus on the Extension System's nationwide initiatives and provide educational assistance to limited resource farmers, families and youth helping them acquire skills that improve the quality of their lives and communities)

1994 State Extension Youth Development Specialists (serve populations that live within Indian reservations or in native communities in metropolitan areas. In addition, Extension in 1994 schools has responsibilities to audiences in states outside the state in which the land grant is located. These factors make the outreach structure of tribal colleges unique to each school)

[*Optional roles where applicable*

Area/District Extension Director and Area/District Youth Development Specialists. (Some states group counties together to provide additional staff support. These areas or districts have offices in one of the counties within the multiple county grouping. They are supervised by area/district directors who report to the Director of Extension, and they are staffed by area/district specialists.)

County

County Cooperative Extension System (Provides local delivery of all Extension programming to that county.)

County Commissioners (serve as elected officials and most states approve the funding for the local Extension budget.)

County Boards (elected to approve the direction and implementation of all county extension programs. The council assures that Extension is meeting local needs.)

Tribal Councils (are governing bodies for tribal affairs and determine the role and function of extension in the communities they govern.)

County Extension Educators-use three cards (responsible for coordinating the needs of the county with state and county supported extension program offer-

ings. They typically serve as a team consisting of Agriculture, Family Consumer Sciences and Youth Development Educators. Large counties may have staff to address additional subject matter. Smaller counties often have fewer staff and they share programmatic responsibilities. One of the team will serve as the County Director.)

County Youth Development /4-H Agent (responsible for the delivery of all aspects of the county 4-H Youth Development Program. They work with volunteers, parents, schools and community organizations to provide opportunities for youth to master life skills.)

Tribal Site Specialists (work directly with specific sites to support youth development offerings.)

Volunteer Leaders-you can list these as Club Leaders, Project Leaders, Camp Counselors etc. or let one person represent all volunteers. (Volunteers can be adults or older youth. They work directly with youth as club leaders, project leaders, camp counselors, etc. They also work with other volunteers serving as trainers and mentors. Volunteers are the direct delivery personnel for 4-H.)

[Printed cards for partnering organization and for roles that accurately represent that organiztion's structure.]

Give each participant one of the print-
ed card sheets of organizational seg-
ments and roles. Build a model of the
USDA, Extension/4-H structure using
the following outline. As each position
is introduced, bring the holder of the
card describing that position forward to
connect with the previous position
forming a physical outline of the organ-
ization. Ask the person to read the
description of that role from the back of
the card. Use a large ball of yarn to con-
nect each person to the person before.
You will have a woven network when
the exercise is completed.
NOTE: This activity is designed to form
a human model of the organization at
national, state and local levels. It is
extremely important that participants
arrange themselves correctly to form
this model. The national group should
stand in front of the USDA poster. The
Land Grant and Tribal college posters
should be in front of the national
group. The state group should be in
front of the Land Grant and Tribal
College posters. The County courthouse
and Reservation posters should be in
front of the state groups, and the coun-
ty groups should be in front of those
posters. Everyone should be connected
with yarn to at least one other person.

4-H is part of a larger organizational
structure called the Cooperative
Extension System. The Cooperative
Extension System has that name because
it is a "cooperative" effort between
national, state and county governments
to support the needs of local communi-
ties and is funded at various levels by all
three entities. As you can imagine, this
is a very complicated structure, but today
we are going to build a human model of
the basic elements of that structure in
order to understand 4-H better.
We will begin at the National level.
Who has the USDA card? Please join
me here. You represent the congression-

What to do–	***What to Say–***

ally approved home of the organization in which 4-H resides.

Give this person a poster of a USDA building to hold.

Who has the U.S. Secretary of Agriculture card? Please stand in front of USDA. Will you read the description of your role? (The Secretary of Agriculture assumes office through a political appointment by the President and is responsible for the operations of many agencies within USDA.) One of these agencies is the Cooperative State Research, Education and Extension Service (CSREES).

Help participants connect to one another with the yarn as you bring them to them front of the room. Continue to build the organizational structure.

Who has the Administrator of CSREES card? Please come forward and connect with the Secretary of Agriculture. Will you read the description of your role? (administers one of the many agencies within USDA)

Who has the Deputy Administrator for F4-HN card? Will you connect to the CSREES Administrator and read your role? (administers the Families, 4-H and Nutrition unit, one of the eight units in CSREES)

Families, 4-H, Nutrition has two units. One of these is Family Consumer Sciences and Nutrition. The other is the department of Youth Development. Will the Director of Youth Development connect with the Deputy Administrator of F4-H N and read your role? (directs the Youth Development department which is the National Headquarters for 4-H.)

Will the six people holding National Program Leader cards connect with the national Director of Youth Development and read what is on your cards? (responsible for providing program and policy leadership and for providing financial assistance through the securing and managing of grants

What to do–	*What to Say–*

to land grant universities. We identify national youth issues, catalyze system wide response and direct government resource for relevant youth programming.)

We have just built a very simplified version of the national structure that supports 4-H throughout the U.S. Now let's look at the state and tribal partners in this Cooperative Extension system. Will the people holding the Land Grant University card and the Tribal College card please come forward and read your card to us?

Position these two people in front of the National group and give them each a large poster of the university they represent (Are the state partners with CES; are the tribal partners with CES.)

In 1862, the Morrill Act provided land and partial funding for the development of a university in every U.S. state that would make higher education accessible to the people of that state. These institutions typically began as agricultural colleges. In 1890 the second Morrill Act added 17 historically black colleges to the land grant university system. In 1994 the Equity in Education Land –Grant Status Act added 20 tribal colleges to the land grant university system. The addition of the 1890 and 1994, schools increased the number of land grant universities in some states.

Will the three people holding the University President cards stand in front of these posters and read your roles to us? (University President 1862 School serves as administrator of the 1862 land grant university. This person is sometimes called Chancellor; University President 1890 School serves as administrator of the 1890 land grant university; University President, 1994 School serves as the administrator of the 1994 Tribal College.)

What to do–   ## What to Say–

In 1914 the Smith Lever Act established the Cooperative Research, Education and Extension Service (CES), which is a partner of every land grant university. Will the people holding the Director of Cooperative Extension cards connect to the University Presidents? Please read your cards to us. (CES is responsible for outreach and bringing knowledge and research generated at the university to audiences across the state to address the local needs of citizens in communities across the state.)

CES is made up of many departments representing many colleges on campus.

The state Extension structures vary across the U.S. The general structure of the 1862 and 1890 land grant universities is somewhat different from the structure of the more recently added 1994 land grant universities, and the structure between 1994 universities varies as well.

Will the 1862 State 4-H Leader connect to the 1862 Director of Extension and tell us what your role is? (administers the program responsible for applying the knowledge and research related to the growth and development of youth to community youth development efforts across the state.)

The Office of Youth Development is often referred to as the State 4-H Office. The State 4-H Leader is sometimes called the Associate Director of 4-H Youth Development.

Will the 1890 State Extension Youth Development Leader connect to the 1890 Director of Extension and read your role to the group? (administers the Extension youth development program to targeted areas of the state to assure that the knowledge and research related to the growth and development of youth is applied to the youth development programming in those communities) Will the Tribal Extension Youth Development Leader connect to the 1994 Extension Director and tell us your role? (administers the Extension youth develop-

ment programs on reservations and other Indian communities to assure that the knowledge and research related to the growth and development of youth is applied to the youth development programming in those communities. In addition, Extension in 1994 schools has responsibilities to audiences in states outside the state in which the land grant is located. These factors make the outreach structure of tribal colleges unique to each school.)

Will those holding cards for the 1862 State Extension 4-H Youth Development Specialists connect to the 1862 State Extension 4-H Leader and read your role description to us? (Responsible for translating research to application and supporting targeted community staff and programs. They do this through teaching, assisting in grant preparation and developing curricula and support materials.)

Will those holding cards for the 1890 Extension Youth Development Specialists connect to the 1890 State Extension Youth Development Leader and read your role? Responsible for translating research to application and supporting targeted community staff and programs. They do this through teaching, assisting in grant preparation and developing curricula and support materials.

Will those holding cards for the 1994 Youth Development Specialists connect with the Tribal Extension Youth Development Leader and read your card to us? (serve populations that live within Indian reservations or in native communities in metropolitan areas. In addition, Extension in 1994 schools has responsibilities to audiences in states outside the state in which the land grant is located. These factors make the outreach structure of tribal colleges unique to each school.)

CES faculty usually, but not always, hold university faculty rank and may be

part of and accountable to the academic department that supports their field of expertise as well as accountable to the Extension system. The number of Extension faculty who work in the 4-H department will vary by state and available funding. For our purposes today there are four people holding cards.

(Add the following segment if your audience is from a state with area/ district offices.)

Will the areas/district director connect to the Extension director of the 1862 school and the area/district specialists connect to the areas/district director and read the role card to us? (Some states group counties together to provide additional staff support. These areas or districts have offices in one of the counties within the multiple county grouping. They are supervised by area/district directors who report to the Director of Extension, and they are staffed by area/district specialists.)

We have built an outline of the structure of the National and State segments of Cooperative Extension. The final segment is the county. Will the person holding the County Cooperative Extension System card stand in front of the state group and read your role to the group? (Provides local delivery of all Extension programming to that county.)

Position the county card -holder in front of the state group and give him/her a poster of a county courthouse.

When we get to the county structure the 1890 and 1994 systems play a much different role. 1890 and 1994 Extension delivers to a more defined audience and this audience is rarely located in every county within the state. Thus a delivery system in every county is not needed. The 1890 university and tribal college extension offices typically serve as the administrative offices for all communities served.

What to do–   ## What to Say–

It is at the level of the county organizational structure that we also find the most differences between state structures, and those differences are usually connected to the way in which the funding of county personnel is conducted. However, we can look at a fairly typical county structure across university extension systems.

Will the county commissioners stand in front of the county courthouse and read the role on your card? (serve as elected officials and approve the funding for the Extension budget.)

Will the Extension Board card -holders come forward and connect to the county commissioners? Please read your role to us. (elected to approve the direction and implementation of all county extension programs. The council assures that Extension is meeting local needs).

Will the County Extension Educators connect with the County Extension Board and tell us your role? (responsible for coordinating the needs of the county with state and county supported extension program offerings. They typically serve as a team consisting of Agriculture, Family Consumer Sciences and Youth Development Professionals. Large counties may have staff to address additional subject matter. Smaller counties often have fewer staff and they share programmatic responsibilities. One of the team will serve as the County Director.)

Will the Youth Development 4-H Agent connect to the county Extension Educators team and read your role description? (responsible for the delivery of all aspects of the county 4-H Youth Development Program. They work with volunteers, parents, schools and community organizations to provide opportunities for youth to master life skills).

What to do–	**What to Say–**

Finally, we come to the 4-H Volunteer Leaders. Will the volunteer leaders connect with the county youth development/ 4-H agents? What is your role?
(can be adults or older youth. They work directly with youth as club leaders, project leaders, camp counselors, etc. They also work with other volunteers serving as trainers and mentors. Volunteers are the direct delivery personnel for 4-H.)

Introduce the 1890 and/or 1994 System as examples of targeted population service. You will need to adapt this section of the lesson to your audience.

Now let's look at a targeted audience extension delivery system. We are using a tribal college as our example today. We have already represented the 1994 Director of Extension with the other CES directors and the Tribal Extension Youth Development Director and 1994 Extension Youth Development Specialists have also been introduced.

Will the person holding the tribal council card connect to the youth program specialists and read your role? (Serve as a governing body for tribal affairs and determine the role and function of extension in the communities they govern.)

In our example, we are going to represent several youth development sites served by Extension; some on reservations and some in metropolitan areas. Will the Site Specialists come forward and connect with the Tribal college specialists and the Tribal councils? Please read your role to the group. (*Work directly with specific sites to support youth development offerings.*)

Direct participants to observe the connections they have formed that create the Extension System. Be prepared to answer questions they may have about the structure.

| **What to do–** | **What to Say–** |

Look around the room and take note of the way National, State, Tribal College and County Extension roles are connected. Identify where you fit into this organizational structure. Are there any questions about this structure?

When all questions have been addressed, ask the group to return to their chairs and collect the segment and roles cards.

Now, let's see how much you can remember about this organizational structure. I am going to mix these cards and hand them out again and I want you to reform the network we just built on the sticky wall.

Rearrange the cards and re-distribute them to participants. Provide help only when/if frustration threatens the learning experience. Acknowledge the group's success.

If this training involves a partnering organization, ask that group to introduce their organizational structure to the group using the format you have predetermined and conclude by placing their organizational cards along side those of Extension on the sticky wall. Co-facilitate, with a partnering representative, a discussion of the similarities and differences between the two organizations.

Now that you have an idea of the way extension is structured to support 4-H. I would like you to watch a video that gives an historical perspective to this structure.

Show "Centennial" video

Help the group apply the information from this exercise to their roles in youth development.

What to do–	**What to Say–**

Let's apply what we have learned about CSREES (and our partner) to our understanding of our work with youth through 4-H.

I would like your group to take about ten minutes to discuss these questions. At the end of that time each group will report their responses to the total group. You may want to select someone to record the ideas that surface and a reporter to present them.

Divide participants into groups of six people. Display a flip chart or poster on which the appropriate questions have been recorded. Read the questions to the group.

Discussion for training with partnering organizations:

- •"How are the two organizational structures (4-H and partner) similar?"
- •"What are the major differences in the two organizational structures?"
- •"How will the knowledge of the 4-H organization and the (partner organization) help you work together to start 4-H Clubs or groups?"

Discussion for training with Extension personnel:

- •"What new information did you gain from this exercise about the segments (national, state, tribal college or county) of the Extension/4-H organizational structure or the land grant (1862,1890,1994) that are not the segments or land grant universities in which you are directly employed?"
- •"How will a working knowledge of the overall Extension/4-H structure assist you in supporting youth development through 4-H clubs and groups."

What to do–	*What to Say–*

If you are helping participants from 1862, 1890 and 1994 universities partner with one another, add this question.

•"How can an understanding of the similarities and differences in our organizational structures help us work together to reach more of the youth in our state with positive youth development opportunities?"

    Move about the room to answer any questions that arise during this small group discussion period. Monitor their progress. Groups will differ in the time needed to identify similarities and differences, and you will want to call time based upon their progress.

    Let's hear what you have identified as similarities and differences between the organizational structures represented here.

    Facilitate the report out using a flip chart with the headings Similarities and Differences. Record their findings in the appropriate columns.

    It is always easier to collaborate with one another when we are clear about the structure of the organizations in which we each work and the limits or freedoms these structures impose. What impacts did your group think this information would have in starting 4-H clubs in your area?

    Record the impact information and post on wall.

    This list will help us as we work together to support 4-H programming.

Lesson 4
Understanding the Culture of 4-H

Materials:

❏ PowerPoint presentation of 4-H Facts
❏ LCD unit and computer

Objectives:
1. To present the rules, rituals and guidelines that are basic to 4-H culture.
2. To help participants understand the legal guidelines and responsibilities necessary for 4-H participation..

What to do –   What to Say –

Introduce the PowerPoint (or overhead slide) presentation

Now that you have a better understanding of the organizational structure in which 4-H operates, it is important to look at aspects of 4-H that could be considered part of the 4-H culture. That is, the factors that help define the way the group functions.

Present 4-H culture information using the power-point or overhead slides. The CD of this handbook contains this power point presentation and overhead slides or hard copies of the presentation can be printed form the CD. The following information supports these slides.

Slide 1

Webster defines culture as the concepts, habits, skills, arts, instruments and institutions of a given people in a given place. Basically, the culture within a group is what everybody knows that everybody else knows and includes the visible expression as well as the invisible roots of the culture.

LESSON 4

What to do–	*What to Say–*

Most groups have spoken or unspoken expectations for member's behavior. These may include rules, rituals, language, demonstration of support for commonly held beliefs, etc. Youth development professionals know the importance of helping young people discover quickly the norms of the group they have joined.

Each 4-H group will have a set of behavioral expectations unique to that group, and these expectations may or may not be clearly defined for all members. However, all 4-H groups will follow certain practices within the club or group that are clearly defined in a document developed by national program leaders titled 4-H FACTS. We are going to spend a few minutes looking at these commonly agreed upon rules and rituals as well as the legal guidelines by which 4-H youth development must abide.

Slide 2

4-H is the youth development outreach of the Land Grant Universities, the Cooperative Extension System, and USDA.

Slide 3

It is made up of a community of young people across America who are learning life skills and are supported in this developmental process by caring adult leaders. 4-H'ers are actively involved in educational projects that are fun and that use quality curriculum incorporating the most current research and knowledge available through the Land Grant University system.

Slide 4

4-H helps youth grow and develop through a variety of projects, programs, activities and events. Most of these offerings incorporate an Experiential Learning method

What to do–	**What to Say–**

of delivery and all target the development of Life Skills.

Slide 5

    4-H learning experiences are designed to help youth apply what they learn to real life situations.

Slide 6

4-H colors are green and white. The green stands for growth and the white stands for purity.

Slide 7

    The official emblem of 4-H is the 4-leaf clover. Each leaf of the clover represents an aspect of youth development. These aspects are: Head, Heart, Hands, and Health.

Slide 8

    It will important to know the 4-H pledge. It is repeated at every meeting of a 4-H group.
> I pledge my head to clearer
>> thinking
> My heart to greater loyalty
> My hands to larger service
> My health to better living
> For my club, my community,
>> my country and my world.

    Introduce the hand motions accompanying the pledge.
(head-hand at forehead; heart-hand over heart; hands-hands open palms up; health-arms at sides.)

    There are some hand movements that accompany the pledge. I will demonstrate them and then I would like you to stand and repeat the pledge with me. (Demonstrate the pledge) Will you all stand?

What to do–   ## What to Say–

Lead the group in repeating the pledge together using the slide visual as a prop.

There are also some legal responibilities associated with 4-H membership and the use of the 4-H emblem. These are covered in your handbook in Section I, Lesson 4. I would like you to take some time now to read through them.

Give the group time to read the material and provide opportunity to answer any question that arise.

Bring closure to the lesson.

As we noted earlier, 4-H uses a variety of delivery modes to provide opportunities for youth to grow and develop. Our next lesson will focus on some of those delivery systems.

Culture

The concepts, habits, skills, arts, instruments and institutions of a given people in a given place.

Within a group, what everybody knows that everybody else knows.

4-H is the youth development outreach of the Land Grant Universities, the Cooperative Extension System, and USDA.

4-H is a community of young people across America who

- are learning life skills
- are supported by caring adult leaders.
- are actively involved in educational projects that are fun
- are given quality curriculum incorporating the most current research and knowledge available through the Land Grant University system.

Youth in 4-H

Have fun

Meet new people

Learn and do new things

Gain life skills

Build self-confidence

Practice responsibility

Set and achieve goals

Receive recognition for
efforts and accomplishments

4-H learning experiences are designed to help youth apply what they learn to real life situations.

4-H colors are
green and white

The four leaf clover is the official 4-H emblem.

The four "H"s stand for: Head, Heart, Hands and Health.

The 4-H pledge is:

I pledge my head to clearer thinking

My heart to greater loyalty

My hands to larger service

My health to better living

For my club, my community, my country and my world.

Lesson 5
Understanding 4-H Youth Development Delivery

Materials:

❏ Brown bags (small, lunch bag size)
❏ Small items representing different 4-H delivery methods
  • Single Project Clubs
  • Multiple Project Clubs
  • Community Service Clubs
  • 4-H Afterschool
  • Day camps
  • Overnight Camping Trips
  • School Enrichment
  • Individual Study/ Mentoring
  • Family Activities
  • Instructional TV
  • Competitive Events (Fairs, Judging, Sports etc)
  • Non- Competitive Events (Dances, Lock-ins etc.)
❏ Cards with the name of a delivery method printed on them.
❏ Flip Chart and Markers

Objectives:
1. To discover the variety of ways 4-H delivers youth development.
2. To generate ideas for uses of these delivery methods in the programs in which participants are involved.

What to do –   What to Say –

Prior to the session, put a card with the name of one of the delivery methods and a small item representing that method into each bag.

Introduce the topic of 4-H delivery methods and use a mini-lecture to highlight 4-H club options.

LESSON 5

What to do–   ## *What to Say–*

We have spent some time talking about the organizational structure and the culture of 4-H. In this lesson we are going to review some of the ways 4-H delivers positive youth development programs.

4-H provides youth development opportunities for youth through a variety of delivery methods. The 4-H club is one of those delivery methods. I want to spend some time explaining the variety of 4-H club options that are currently in use. Each state has its own policies governing 4-H clubs, but all clubs would fall into the following description.

4-H clubs are organized groups of boys and girls who elect officers and are supported by adult volunteer leaders. The 4-H club conducts meetings and activities throughout the year—usually holding 6 or more official meetings annually. Club meetings typically include the conducting of some business by the officers, an educational program and a group building or recreational activity. The club frequently includes opportunities for leadership, citizenship, and public speaking. It may meet in any location and is authorized through the county and state to use the 4-H name and emblem. Youth ages 8-18 (as of January 1 of the current year) are eligible to be members. (Some states use grades in school to meet membership eligibility standards instead of age.) Some states have club options for younger members (5-to 7 years) called Clover Clubs, Cloverbuds, Mini 4-H etc. Where these clubs exist, they focus on cooperative learning and do not participate in competitive events.

Clubs that meet regularly, conduct a business meeting, address any county 4-H requests and community issues and then focus on one project that the entire membership experiences together are referred to as single project clubs. These clubs are less complicated in structure and thus easier to start.

The historical club format is the multi-project club, often called a community club, that meets regularly to conduct a business meeting, address county 4-H requests and community issues, provide an educational program presentation or activity and then offer a selection of projects delivered through project meetings held at times outside the club meeting. This format provides a wider choice of learning experiences for the 4-Her but requires more leaders for the additional project meetings and is more complicated to manage.

Youth can enroll in one or more project areas in a multi-project community club. In a single-project community club, all the members are enrolled in the same project but may be active in different levels based on skill or knowledge. In all clubs, members are encouraged to do a community service or service learning project during the 4-H year. All clubs require at least one designated adult club leader.

Introduce the variety of options beyond the club that 4-H uses to deliver youth development programs.

I am sure you have been told at some time that 4-H is for "kids" on farms. The "cows and cooking" image of 4-H that reflects the historical roots of Extension youth development offerings is a hard image to overcome. But the reality today is that more 4-H members live in cities than live in rural areas, and the opportunities within 4-H are structured to meet the needs of city, town, suburb and farm youth who participate in the organization. Locale is not the only factor in the need for new and varied program offerings in 4-H. The skills needed for productive adulthood and citizenship have changed over the years and the ways we help youth prepare for this transition have continued to change over

LESSON 5

What to do–	*What to Say–*

the years to meet these needs. This change includes expanding the way we deliver programming.

The exercise we are going to do together now will introduce the variety of delivery methods 4-H uses to reach youth.

Distribute the brown bags you have prepared. Give one to each person or one to a pair if your group is large.

In your bag, you will find a card with the name of a 4-H delivery method on it and an item that represents that method. I will give you a couple of minutes to look at the contents of your bag and identify something (if anything) you are currently doing in your youth development program related to this method or something that could be done through this method of delivery.

After 2-3 minutes, call time and ask people to share what they've identified. As people report, record the name of the delivery method they had on a flip chart. Keep track of the methods reported and review the list on the chart when all twelve have been reported.

Just as 4-H is more than "cows and cooking" it is also more than a club meeting. You can see the many methods 4-H uses to reach youth. We use *(read the list you have created, it will include the following)* Single Project Clubs, Multiple project clubs, Community Service Clubs, 4-H Afterschool, Day camps Overnight camping, Trips, School enrichment, Individual Study/Mentoring, Family Activities, Instructional TV, Competitive Events (Fairs, Judging, Sports etc). and Non- Competitive Events (Dances, Lock-ins etc) to open the participation options to as wide a range of interests as possible. Some young people enjoy participating in every option available. Others pick a method they prefer and do not branch out to other forms of participation.

What to do–	*What to Say–*

Give the group directions for creating more ideas for the delivery method in their sack.

I would like for you to think of the interests of the youth and adults in your youth development program and brainstorm 4 new ideas related to the method in your "brown bag " that could be incorporated into your current programming. I am going to give you about 5 minutes and then ask you to share your ideas with the people seated at your table.

Move about the room and monitor the progress of the group so that you can call time if they complete the task before 5 minutes have elapsed. Give the group a one minute warning before you call time on their work.

I would like you to share your ideas with those at your table. Before you begin this process, appoint someone to record all the ideas presented. You will need this list for the next step of this activity.

Again, move about the room and monitor the group's progress. When all of the groups have heard from everyone in their group, give the instructions for the next phase of the activity.

I want the group at each table to select one method and idea that was presented to your group that you find most interesting. (This is where your written list becomes useful.)

Give the groups a few minutes to make a decision and then ask each table group to report their decision to the total group.

Bring closure to the lesson.

It is important to be aware of the methods that are common and available for delivering program opportunities as we begin to focus on implementing positive youth development through a 4-H program. Now that we are clear about WAYS to deliver the 4-H program, we are going to spend time addressing WHAT we deliver.